Building a Training System for the 1990s: A Shared Responsibility

Ministry of Skills Development
Ontario

BUILDING A TRAINING SYSTEM FOR THE 1990s: A SHARED RESPONSIBILITY

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EXECUTIVE SUMMARY

ONTARIO'S LABOUR MARKET CHALLENGES

Technological advances, demographic trends, and changes in international trading patterns will have a major impact on the economic environment of the next decade, and will exert escalating pressures on our labour markets. These pressures will be exacerbated by the trade deal recently negotiated with the United States. If we are to remain competitive in the new global economy, Ontario will require a highly skilled and adaptable workforce. Skills training is critical to our capacity to meet these challenges.

Ontario is committed to working with the federal government, and with its other training partners, to put in place an effective and positive system where adult workers can undertake training and retraining in the 1990s.

A TRAINING SYSTEM FOR THE 1990S

To meet the labour market challenges of the 1990s, Ontario will require a training system that will address the competitive needs of firms and the skill requirements of individuals. Such a system would have the following six features:

- The private sector would play an increased role in skills training.

- Opportunities for training would be available to all those who wish to upgrade their skills, including young people who do not undertake post-secondary education, workers, and unemployed individuals and members of employment-disadvantaged groups who require special assistance.

- Skills training would be widely accessible. This means there would exist adequate opportunities for workers to acquire basic skills and language training, if required. Moreover, adequate income support would be available for all workers who wish to upgrade their skills.

- Our institutions would be able to continue to provide a relevant foundation of skills and knowledge, maintain accessibility and excellence, and be more adaptive to the new economic demands.

- Partnerships among all components of Ontario's training community, including employers, employees and unions, community organizations, and public and private training institutions would be strong.

- Governments would provide sufficient support and leadership in order to realize the above goals.

A NEW CANADA/ONTARIO PARTNERSHIP

The federal and provincial governments each hold important responsibilities for training. The Canada/Ontario partnership is governed by a training agreement, due to expire March 31, 1989. The negotiation of a new set of arrangements presents an opportunity to review this partnership.

Ontario is committed to working with the federal government to ensure that federal expenditures complement provincial efforts to build a training system. Moreover, it is concerned that federal activity in the training sphere be consistent with the particular needs of the provincial labour market.

In this vein, Ontario will continue to advocate a number of changes in federal policy:

- The Government of Canada should reaffirm its commitment to skills training as an economic investment.

- The Government of Canada should implement a comprehensive system of income support for trainees to remove financial disincentives for many who could benefit by upgrading their skills.

- The Government of Canada should ensure that there exist adequate training opportunities for employment-disadvantaged individuals to become full contributing members of our society, and for displaced workers to be re-integrated into the workforce.

- The Government of Canada should commit itself to making language training available to all immigrants, enabling them to participate in training and employment opportunities.

- The Government of Canada should support the existing training infrastructure in the province, enabling it to provide more effective training, and ensuring a more efficient use of public funds.

A new agreement on training is one avenue toward implementing a new partnership between Canada and Ontario. However, such an agreement would need to be broader in scope than the existing one, which deals primarily with securing a concrete and measurable commitment to training. Areas of federal responsibility crucial to the establishment of a training culture -- such as income support to individuals in training and labour market policies appropriate for a new decade -- must also be addressed.

TOWARDS A NEW CANADA/ONTARIO PARTNERSHIP

Over the next decade, the Canadian economy will undergo serious and ongoing changes and challenges, driven by far-reaching technological and demographic trends. The free trade deal recently negotiated by the federal government with the United States will accelerate this process and will expose a wider number of industries and firms to new competitive challenges.

Ontario will require a highly skilled workforce in order to remain competitive in this environment. The federal and provincial governments each hold important responsibilities in ensuring that this need is met. While training is primarily the responsibility of Ontario, arising from provincial jurisdiction over education, a valuable and pivotal role is played by the federal government, with its responsibility for managing the national economy.

The federal-provincial partnership is governed by an agreement on training which was signed in 1986 and is due to expire March 31, 1989. The negotiation of a new set of arrangements between our two governments presents an opportunity to review that partnership and to ensure that it is appropriate to the challenges facing the province in the next decade.

This paper provides the framework for a new partnership with the federal government to accomplish these objectives. Such a partnership could be reflected in a new federal-provincial agreement. The negotiating process itself promotes the confirmation of mutual -- rather than unilateral -- policy responses.

The development of the ideas in this paper has benefitted from extensive consultations with representatives of colleges, Community Industrial Training Committees, community organizations, and the governments of other provinces.

The positions in the present paper have been developed to a large extent from this process of consultation. It is our hope that this paper will serve as a catalyst for discussion on the relationship between Canada and Ontario concerning skills training and adjustment.

These deliberations must be more than an exchange between two orders of government. Governments cannot create a skilled workforce on their own. What is required first and foremost is the commitment of all our partners in the training community, including employers, employees and unions, community organizations, and public and private training institutions. They are clearly affected by the arrangements worked out between our two governments. We urge them to voice their ideas.

LOOKING TO THE FUTURE

Our ability to maintain a high standard of living and to provide meaningful employment for our citizens depends increasingly on our ability to compete with other economies, in both domestic and international markets.

Our ability to compete, in turn, depends in large part on rising productivity and the adoption of new technologies. Both of these increase the demand for skilled workers. With new competitive pressures brought about as a result of the bilateral free trade agreement between Canada and the United States and the anticipated changes under GATT, training and retraining are critical to Ontario's continuing prosperity.

ONTARIO'S LABOUR MARKET CHALLENGES

The province is already experiencing skill shortages, which are hampering the ability of some firms to compete. A recent Ontario government publication, Adjusting to Change: An Overview of Labour Market Issues in Ontario, identified 159 occupations in which employers face difficulties in recruiting skilled workers.

Changes in demography are contributing to these shortages. The key demographic reality in the 1990s will be a reduction in the share of young people entering the workforce. While 15 to 24 year olds comprised over 22 percent of Ontario's labour force in 1986, they will only account for an estimated 17.4 percent by 1996. This decline in new labour force entrants -- who are the traditional source of new skills in the economy -- will add to existing skill and labour shortages. Moreover, the aging of the current workforce will result in even more shortages in the near future. Employers will need to retrain their existing workforce to acquire essential new skills.

Changes in technology will accelerate this need to retrain. In the past few years, most technological advances have been in the area of office automation. Most businesses have been able to respond to these changes with relatively informal, short-term training. Over the next decade, however, the introduction of larger-scale process technologies is expected to spread throughout Ontario's industries, calling for much wider efforts in human resource development.

Finally, the increased competition resulting from the Canada/United States free trade agreement, as well as a general trend toward global trade liberalization, will provide an ongoing source of pressure to re-skill our workforce. In the 1990s, economic growth will be based less on resource development and traditional mass production industries and more on leadership in the effective application of knowledge.

The labour market of the 1990s will be different from the past. It will demand higher and different skills. It will provide fewer opportunities for low-skilled work. While, relative to the 1970s and 1980s, it will be a sellers' market for skilled workers, certain groups in society will face greater obstacles and will require more assistance to adapt to the new demands. Problems for displaced workers, particularly in industries undergoing significant restructuring, will intensify. Even young people, who will face less competition for jobs as a result of the reduction in their numbers, will require more assistance if they lack skills needed for advancement.

The need for skills training support will be particularly pronounced in Ontario, with its open and diverse economy and large industrial base. The co-existence of skill shortages and lay-offs and unemployment, which is already apparent, will become even more prevalent in the 1990s.

A TRAINING SYSTEM FOR THE 1990S

To meet the labour market challenges of the 1990s, Ontario will require a training system designed to support productivity improvements in industry, enhance economic competitiveness, improve employment prospects for individuals, respond to local market needs, and increase the participation of business and labour in the training of the workforce.

To accomplish these objectives, an ideal training system would have the following six features:

- A major role would be played by the private sector in equipping workers with the broad range of skills needed in the workplace of the 1990s.

- Opportunities for training would be available to all those who wish to acquire or upgrade existing skills, including:

  - young people who do not undertake post-secondary education but whose entry into the workforce would be assisted by training;

  - workers who wish to upgrade their skills; and,

  - displaced workers and employment-disadvantaged individuals who require special assistance to enter the workforce and, thus, advance according to their potential.

- Skills training would be widely accessible. This means that the following provisions would exist:

  - adequate income support would be available to all workers wishing to undertake work-related training;

- everyone would have the opportunity to acquire basic skills as a foundation for the development of more specialized skills;

- immigrants who lack proficiency in at least one of Canada's two official languages would have access to language training, a prerequisite to higher skills training. With over half of all immigrants to Canada coming to Ontario, and a large proportion of these speaking neither English nor French, the availability of language training would be a fundamental element in building a training system in this province.

- Our institutions would be able to continue to provide a relevant foundation of skills and knowledge, maintain accessibility and excellence, and be more adaptive to the new economic demands. Greater linkages among institutions, between the different types of institutions, and with the workplace would be developed to ensure an integrated education and training system.

- Partnerships among all components of Ontario's training community would be strong. To meet the labour market challenges facing the Ontario economy, the support of employers, employees and unions, community organizations, and public and private training institutions is required. Ontario recognizes the valuable contributions of each partner and is working to strengthen its linkages with them.

- Governments would be required to provide sufficient support and leadership in order to realize the above goals. Because these objectives require both the Governments of Canada and Ontario to play an active role in developing a training system, two principles would guide their relationship:

  - programs and policies of one government would complement those of the other;

  - there would be clearer and more stable lines of responsibility.

BUILDING A TRAINING SYSTEM

Ontario is committed to the development of a dynamic and comprehensive training system, one that will encourage training as an investment and provide opportunities for training to all those who wish to upgrade their skills. This is a formidable task. Ontario has begun to put in place the foundations of such a system. Our success will depend, however, on a strong commitment from the federal government.

The federal and provincial governments each hold important responsibilities in the area of training. These are summarized in the following section. (A more detailed description of provincial and federal activities is included in an Appendix.)

FEDERAL AND PROVINCIAL ROLES

Ontario is responsible for providing an accessible education and training infrastructure in the province, as well as working with the federal government to develop our human resources so they contribute to a flexible and competitive economy.

Ontario's efforts in this area have been focussed on creating the infrastructure. Since the creation of the Ministry of Skills Development in 1985, the Province has been actively promoting a training culture within the private sector and supporting employer-based training, primarily through Ontario's Training Strategy. The Province also provides training opportunities to assist labour force entrants, opportunities for workers to upgrade their skills, and access to skills training for disadvantaged workers through basic skills and literacy training.

The federal government has, because of its responsibility for a strong national economy, a major role to play in the development of a training system in Ontario and each of the other provinces. In 1985, most federal training and work experience programs were subsumed under the Canadian Jobs Strategy (CJS).

Under the CJS, the federal government funds adult and apprenticeship training courses, and supports some on-the-job training. The primary focus of the CJS has been assistance for the long-term unemployed, although it does provide some funding for the upgrading of workers' skills.

As part of its responsibility for immigration levels, the federal government purchases language training courses. A final area of federal responsibility is the provision of income support to trainees, including apprentices.

Federal policies and priorities can and do have a profound effect on the province's training system. The provincial government is concerned that federal training programs and policies be consistent with and complementary to its own policies and objectives. Moreover, federal policies and commitments should reflect the important role of skills training in preparing Ontario to be competitive in the global economy and, in particular, in the new free trade environment.

CANADA/ONTARIO AGREEMENT ON TRAINING

The federal-provincial partnership is governed by a training agreement, due to expire March 31, 1989. A key principle underlying the negotiation of this agreement was a redistribution of purchasing power, devolving greater authority to the marketplace.

In the past, most federal training purchases were made directly from Ontario's colleges. However, the Canada/Ontario Agreement on Training, signed in March 1986, introduced a new mechanism whereby a portion of these funds were to be allocated to third parties, who would then purchase training. Community Industrial Training Committees have received about two-thirds of these funds.

In the Agreement, the federal government affirmed its intention to increase the real level of training in Ontario. It was permitted to reduce the levels of purchases directly from Ontario's colleges only in exchange for corresponding increases in its indirect training purchases. Colleges were to be given the opportunity to bid on all training purchased through third parties. Moreover, procedures were established to ensure that any training purchased outside the colleges was of a high quality.

The negotiation of a new set of arrangements presents an opportunity to review the current partnership between the Governments of Ontario and Canada.

Ontario acknowledges and values the pivotal role that has been played in the past by the federal government in the area of training and human resource development. However, the new labour market challenges facing us as we enter the 1990s requires a shift in federal policy that reflects more accurately the changing needs in Ontario's labour market.

Ontario is concerned that certain trends which have characterized federal policy in the past few years, such as a declining commitment to skills training as an economic investment and an erosion of the established training infrastructure, will, if continued, disrupt Ontario's efforts to build a contempory training system.

These concerns are not the Ontario government's alone. Consultations with colleges, employer groups and community organizations, as well as findings from a series of research studies, suggest that this perspective is widely held.

Ontario is committed to working with the federal government to ensure that federal expenditures complement provincial efforts to build a training system. Moreover, it is concerned that federal activity in the training sphere be consistent with the needs of the provincial labour market.

Accomplishing this will require a substantial commitment on the part of the Government of Canada to invest its wealth and resources in the development of our human resources. Furthermore, changes in some of the directions and policies of the federal government will better support Ontario's efforts. Following are five recommended changes.

- The Government of Canada should reaffirm its commitment to skills training as an economic investment.
- The Government of Canada should adopt a comprehensive system of income support for trainees to remove financial disincentives for those who could benefit by upgrading their skills.
- The Government of Canada should ensure that there exist adequate training opportunities to enable employment-disadvantaged individuals to become full contributing members of our society, and displaced workers to be re-integrated into the workforce.
- The Government of Canada should commit itself to making language training available to all immigrants, enabling them to access training and employment opportunities.
- The Government of Canada should support the existing training infrastructure in the province, enabling it to provide more effective training and to ensure a more efficient use of public funds.

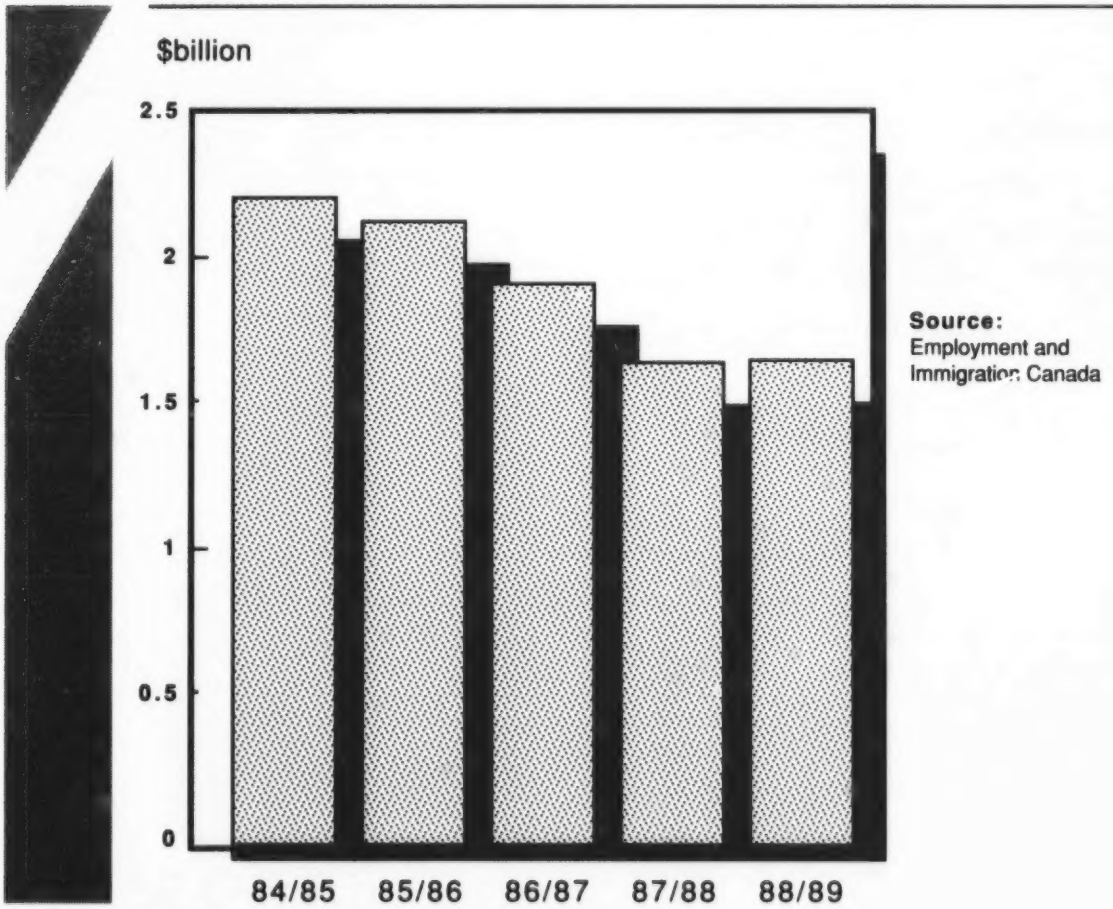
SKILLS TRAINING AS AN ECONOMIC INVESTMENT

In some industrial countries, notably Japan, the national government spends as much on human resource development (through tax credits and grants for business as well as direct support) as it does on higher education. Canada falls considerably short of this public investment in training.

In Canada, both federal and provincial governments have a responsibility to ensure that the level of training increases. Ontario has nearly doubled its allocations to training and work experience programs since 1984-85. The federal government, however, has drastically reduced its allocations for training and labour market development nationwide. As the following chart illustrates, annual federal allocations have declined by $600 million since 1984-85.

CHART I

Federal Training and Work Experience Allocations, National, 1984/85 to 1988/89



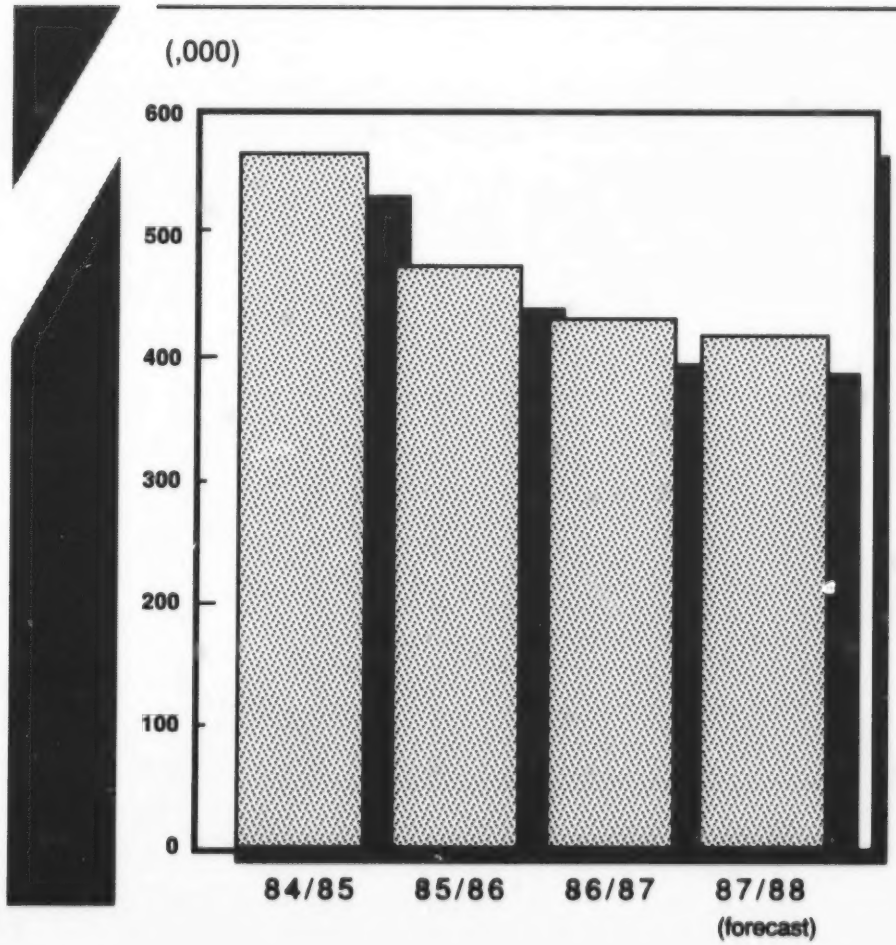
Source:
Employment and Immigration Canada

The drop in the allocation to Ontario has been about 32 percent, somewhat higher than the federal decline nationally (about 27 percent).

The cutbacks in allocations have meant that despite increased adjustment pressures requiring more and more workers to undertake retraining, there has been a decline in the number of opportunities available. Chart II indicates that the number of participants in federal training and job creation programs has dropped by nearly 140,000 since 1984-85.

CHART II

National Participation Levels in Federal Training Programs, 1984/85 to 1987/88



Source:
Employment and immigration Canada

Our capacity to address the economic and labour market challenges facing Ontario in the next decade has been further limited by the federal policy favouring allocations to training for the long-term unemployed over training for workers and recently displaced workers. Over half of federal funds in this area were allocated in 1987-88 to programs serving individuals that had been unemployed for several months.

As we enter the free trade environment, a much greater investment in skills training will be required in order to meet the new competitive challenges in Ontario. Specifically, a greater federal commitment to institutional training for long-term skills training, such as apprenticeship, in response to growing skills shortages in the province will be needed. Ontario is committed to strengthening and revitalizing its apprenticeship system. However, success depends on the continued support of the federal government.

COMPREHENSIVE SYSTEM OF INCOME SUPPORT

Reliable and timely income support is necessary to enable employed and unemployed Canadians to participate in training and retraining programs. Most people are unable to be away from their jobs -- and their primary source of income -- to undertake training without some replacement income.

Currently, the federal government provides income support through two mechanisms: benefits under Section 39 of the Unemployment Insurance Act and training allowances provided to some CJS trainees.

While Ontario acknowledges that the federal government makes a substantial investment in this area, the current system has some inherent difficulties, thereby making training inaccessible to some individuals. Support levels are low, trainees often face lengthy delays and restrictive eligibility requirements, and certain types of training are not eligible. As such, many people are not able to upgrade their skills simply because they are not eligible for income support.

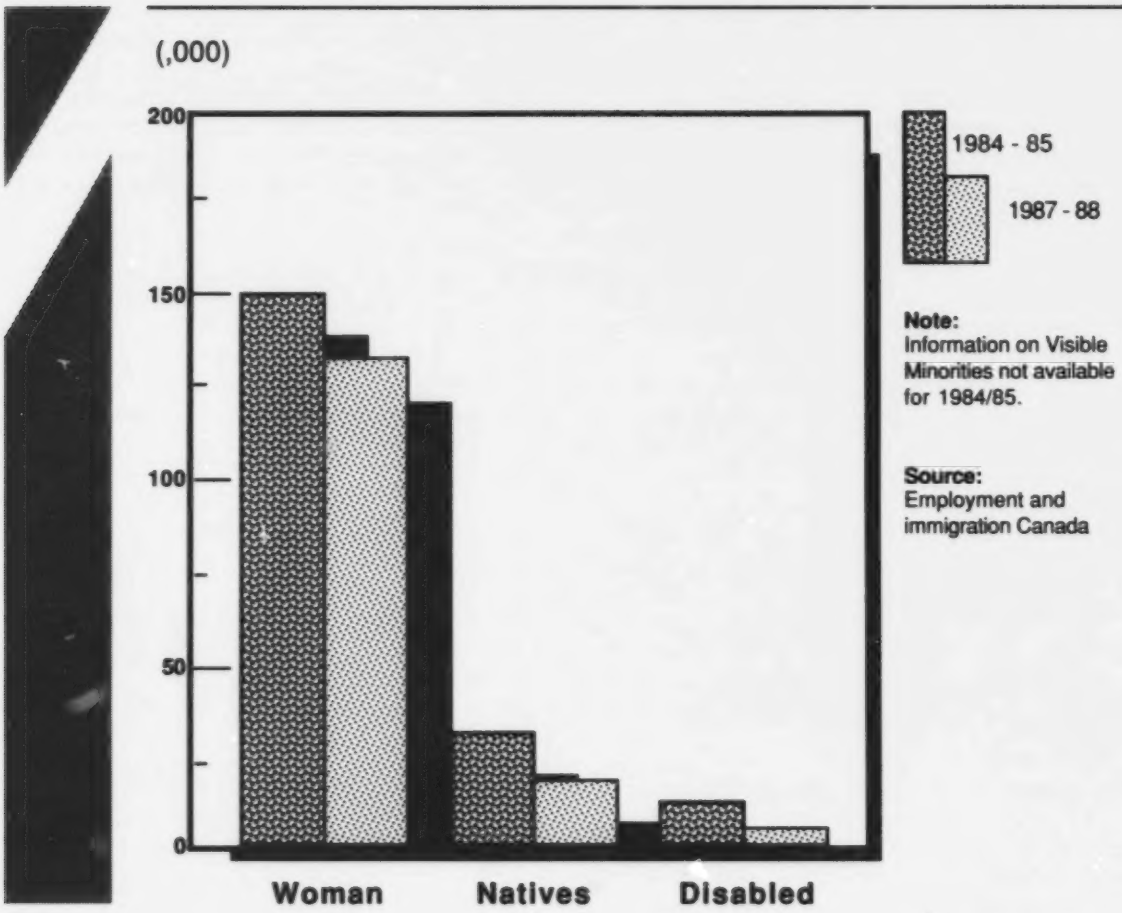
Ontario urges the federal government to fulfill its traditional responsibility by ensuring that an adequate level of income support is available to all those who require vocational training. Ontario's proposal for a Canada Training Allowance, tabled by the Premier at the November 1987 First Ministers' Conference, is one possible solution to the problems created by existing income support mechanisms. Under this proposal, the current system would be replaced by a simple, broadly-based, fair allowance for all registered trainees undertaking long-term training.

ADEQUATE SUPPORT FOR EMPLOYMENT-DISADVANTAGED AND DISPLACED WORKERS

Despite the federal government's apparent commitment to social objectives, the substantial overall reduction in training funds has meant a reduction even in the ability of the federal government to serve three of its target groups. Fewer women, natives and disabled individuals participated in federal training programs in 1987-88 than did in 1984-85.

CHART III

National Target Group Participation Levels in Federal Training Programs, New Starts, 1984/85 and 1987/88



In addition to increasing support for its four target groups, the federal government should consider focusing attention on other groups requiring special assistance. One such group is displaced older workers who tend to have relatively greater difficulty finding new employment.

While last-resort income support, such as that provided through the Program for Older Worker Adjustment, may be necessary for some displaced older workers, assistance that would help them to re-integrate into the workforce should be made available. One way in which the federal government could assist in this regard is through the provision of income support for those who are willing to retrain in order to be re-integrated into the workforce. As such, federal policy would be complementing a provincial program which pays the cost of training for laid-off older workers.

Another group that has not been served well in recent years is Ontario's francophone population. There has been a significant decline in the level of training in the French language purchased by the federal government. This has come about because of reductions in allocations to colleges. This trend should be reversed.

Finally, workers who lose their jobs as firms adjust to changes in trading arrangements and technology should be provided the opportunity to retrain to be able to find new employment. The free trade agreement with the United States will increase the adjustment pressures on firms in a number of sectors. This may result in an increase in the number of displaced workers.

The federal government, with its responsibility for trading arrangements and national economic developments, should ensure that displaced workers have the opportunity to re-integrate themselves into the workforce. It is imperative that funding commitments to programs that address the skill needs of displaced workers be greatly increased in light of the new trading environment.

COMMITMENT TO PROVIDE LANGUAGE TRAINING FOR IMMIGRANTS

Although funding levels for language training have not been substantially reduced in the past few years, they remain far below demand, which has been increasing as the level of immigration to Ontario has increased. Although more than 30,000 immigrants to Ontario last year spoke neither English or French, less than one-fifth received any language training from Employment and Immigration Canada.

The federal government, which has sole responsibility for determining immigration levels, should allocate funds for language training in relation to the level of immigration into the province. Language training is integral to the settling of immigrants and preparing them for the workforce.

Moreover, allocations to language training should not be made at the expense of funding for other skills training. This is what occurs under the current funding mechanism, where language training allocations are part of the federal allocation made directly to colleges. Because this has been cut by nearly 40 percent since 1985-86, support for language training has increasingly meant drastic cuts in federal allocations for training in other areas, such as basic skills, job readiness, and skilled technologist courses.

SUPPORT FOR EXISTING INFRASTRUCTURE

The introduction of market-driven mechanisms through which training is purchased has not been without its successes, particularly in enhancing the private sector role through Community Industrial Training Committees as purchasers of training. However, our research indicates that, as federal activity and resources have moved away from our public institutions, there have been some negative effects on the capacity of Ontario's training infrastructure to meet the province's training needs.

Of particular concern is federal funding of training structures that simply duplicate what is being offered by the colleges. Not only does this limit the funding available to colleges, restricting their capacity to adequately serve their communities, it is an inefficient use of public training dollars. These concerns are especially paramount given the substantial reductions in federal funding that have characterized the last four years.

The Province recognizes the need for its public institutions to be flexible and adaptive, building links to the market place and providing quality training that meets the demands of employers. The college system is currently re-evaluating its mandate to ensure that it continues to provide high quality, up-to-date training that responds to local labour markets.

At the same time, Ontario recognizes that some training is more appropriately delivered outside the college system, through agencies such as community organizations or private sector trainers. It is becoming apparent that a variety of training delivery agents may be required to meet the growing and diversified requests for training that will characterize our society in the 1990s. Community organizations, for example, are often well-placed to provide literacy and basic training to disadvantaged persons who would be unlikely to utilize colleges or other educational institutions.

CONCLUSION

This paper has offered some suggestions for how a new partnership with the federal government would ensure that federal efforts enhance the capacity of Ontario to meet the labour market challenges of the 1990s.

The focus of the current federal-provincial agreement on federal funding, while important to securing a concrete and measurable commitment to training, is too narrow to deal adequately with the adjustment challenges ahead. Areas of federal responsibility crucial to the establishment of a training culture -- such as income support to individuals in training and labour market policies appropriate for a new decade -- must also be addressed.

This cannot be simply an exercise between two governments. The effectiveness of government efforts to realize a comprehensive training system depends on employers, workers, labour unions, the deliverers of training, and community sponsors. For this reason, linkages must be developed and partnerships maintained.

Building a comprehensive training system is an integral part of Ontario's efforts to meet the economic challenges of the next decade. However, this goal cannot be accomplished without the full support of the federal government, and the full participation of the training community.

Now is an opportune time for those who are interested in training and the economic competitiveness of Ontario to express their views.

APPENDIX:
FEDERAL AND PROVINCIAL TRAINING ACTIVITIES

THE GOVERNMENT OF ONTARIO

Promotion of Private Sector Training

Ontario is actively promoting a training culture among private sector firms. The government provides incentives to encourage firms to provide training for their employees, and consulting services to help them set up their training programs.

Ontario also supports employer involvement in training through its funding of Community Industrial Training Committees (CITCs) which provide information on local labour markets and develop local strategies to meet skill shortages. CITCs are autonomous bodies with representatives from business, labour, and education. They have been established in over 50 communities across the province.

Opportunities for Labour Force Entrants

Ontario has developed mechanisms geared primarily to assist the approximately two-thirds of Ontario's youth who do not undertake post-secondary education but enter directly into the workforce. In Ontario, as in Germany and other countries, **apprenticeship** plays an important role in this regard. Apprenticeship training is long-term training that combines classroom and on-the-job training.

Ontario is committed to revitalizing its apprenticeship program, and is implementing a number of initiatives that will introduce new trades into the program, expand the number of apprentices in the province, and increase the participation of women in apprenticeship.

Ontario also provides training opportunities for employment-disadvantaged youth through counselling, skills and educational upgrading, and work experience programs.

Training Opportunities for Workers

Adjustment pressures due to advances in technology and a more open trading environment will require workers in the 1990s to change jobs more frequently and to continually upgrade their skills. Ontario has a number of programs to ensure that there are adequate opportunities for workers to retrain and upgrade their skills throughout their working lives.

Enhanced Access to Skills Training

In the future labour market where there will be decreasing opportunities for low-skilled work, it will be increasingly important that all workers have at least a basic level of skills, including literacy and numeracy skills. Such a foundation will be essential to enable workers to undertake vocational and higher skills training. Ontario has established programs to enhance access to training and employment opportunities through the provision of basic skills and literacy training.

Support for Existing Education Infrastructure

Ontario is working to ensure that its training system utilizes and supports existing the provincial education infrastructure to effect a greater integration of the various education and training structures. The education system serves the needs of young people who go from primary school, through the secondary level, and onto post-secondary education, which is provided at our colleges and universities.

Provincial training efforts support and complement the existing educational infrastructure. In particular, community colleges play a central role in the delivery of many of the training services offered by the Ontario government.

THE GOVERNMENT OF CANADA

Training for the Employment Disadvantaged

The federal government has traditionally played a major role in training the employment disadvantaged. Over half of its Canadian Jobs Strategy funding is currently spent on the long-term unemployed. As well, four groups have been designated for special help in order to give them equitable employment opportunities in all federal training programs: women, native people, disabled persons, and visible minorities.

The federal government is also active to some extent in the provision of literacy and basic skills training. While Employment and Immigration Canada's purchases of basic skills training from colleges have dropped substantially since the introduction of the CJS, the Secretary of State has increased its allocations for literacy training.

Language Training

The federal government has primary responsibility for the provision of language training as part of its responsibility for the settlement of immigrants. The bulk of federal expenditures on language training are spent on seats directly from the colleges.

Skills Training

The federal government has historically been the main funder of the adult training system, which currently accounts for about one-quarter of Ontario's public college infrastructure. The federal government also provides support for on-the-job or industrial training through wage subsidies to employers for certain types of training.

Apprenticeship Training

The federal government pays the bulk of the institutional portion of apprenticeship training, as well as income support to apprentices while they are in school.

Income Support for Trainees

The final component of federal activity in the area of training is the provision of income support to trainees, including apprentices. The federal government pays either a training allowance or, if the trainee is eligible, Unemployment Insurance benefits to trainees in courses meeting certain criteria.